

Standard(s) of Learning

Teacher Page

2.3 The student will

- a) identify the parts of a set and/or region that represent fractions for halves, thirds, fourths, sixths, eighths, and tenths.
- c) compare the unit fractions for halves, thirds, fourths, sixths, eighths, and tenths.

from the Essential Understandings and Essential Knowledge and Skills found in the Curriculum Framework for Grade 2

- Understand that fractional parts are equal shares of a whole or a whole set.
- Represent fractional parts of a whole for halves, thirds, fourths, sixths, eighths, tenths using
 - region/area models (e.g., pie pieces, pattern blocks, geoboards);
- Compare unit fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{8}$, and $\frac{1}{10}$) using the words *greater than*, *less than* or *equal to* and the symbols ($>$, $<$, $=$).

Candy Bar Task

Teacher Directions:

Read the problem to students.

Joe has $\frac{1}{3}$ of a candy bar.

Melinda has $\frac{1}{2}$ of a different candy bar.

Joe says his piece is larger than Melinda's.

Can this be true? Why or why not?

Use pictures, words, and numbers to prove your answer makes sense.

Teacher should encourage students to give multiple responses.

Possible prompts might include:

- Is this the only way to solve this problem?
- Are there other possible answers?

Candy Bar Task

Student Page

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Joe says his piece is larger than Melinda's.

Can this be true? Why or why not?

Use pictures, words and numbers to prove your answer makes sense.